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ABSTRACT

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with severe handicaps with systematic individual assessment of vocational preferences and instruction in work-related skills. The curriculum stresses parent involvement, vocational training beginning at the 7th or 8th grade levels, a cyclical approach with initial activities later repeated in more advanced or complex forms, hands-on and real life experiences, and remediation of social deficits. The curriculum is organized by broad goals. Goals for students with severe handicaps include developing a long-range vocational plan by collecting information about student activities and parent expectations; having students sample a variety of jobs; and developing students' work skills, such as using daily schedules and traveling to an employment training site. Sample lesson plans and forms are included in the module. Lessons may be incorporated into an existing life skills special education class or presented as a separate course which might include nonhandicapped students. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. Appendixes provide forms used in implementing each goal. (DB)

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CAREER EXPLORATION

A CURRICULUM MANUAL FOR STUDENTS WITH SEVERE HANDICAPS

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CAREER EXPLORATION

A Curriculum Manual for Students With Severe Handicaps

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Secondary Transition and Employment Project
University of Idaho
June 5, 1986

CAREER EXPLORATION FOR STUDENTS WITH SEVERE HANDICAPS

This curriculum was developed for students with severe handicaps to provide systematic individual assessment of vocational preferences and instruction in work-related skills. Students participating in career exploration activities will learn to analyze their job skills and preferences in relation to work which they observe at school and in the community. To accommodate the learning needs of students with handicaps, the curriculum is based on several considerations. First, parents and students should be integrally involved in planning the curriculum. Second, vocational training should begin early, preferably at the 7th or 8th grade level, and should be cyclical in nature, with students participating in activities and then returning to expanded versions of the same activities or engaging in more complex activities in subsequent grades. In this way students may be introduced to skills in 7th grade and provided opportunities to master these skills in later grades; when skill aquisition is problematical, the teacher can create adaptations to materials or routines. Third, teachers should take advantage of every opportunity to use real-life materials, hands-on experiences, and on-site instruction to facilitate generalization. Fourth, the social skill deficits of students with handicaps should be addressed; assessment of and instruction in appropriate social behaviors should be incorporated into both school and community based career exploration activities.

The following pages contain a chart of suggested goals and activities for Career Exploration. Separate modules are available for students with mild, moderate, and severe handicaps and sample lesson plans and forms are included in each. A module on assessment and instruction in job-related social skills is also available.

Goals for students with severe handicaps include developing a long-term vocational plan by collecting information about student activities and parent expectations; having students sample a variety of jobs; and developing students' work skills, such as using daily schedules and traveling to an employment training site.

Lessons may be incorporated into an existing life skills special education class or, for some students, presented as a separate course which may include students in regular education classes who could benefit from participation in the class. The activities delineated in this unit provide a framework for the teacher. Additional activities should be developed which address the needs of each student, based on vocational IEP goals developed in conjunction with the student, parents, and school personnel.

CAREER EXPLORATION

MILD	MODERATE	SEVERE
GOAL 1: Collect information about student's functional skills. Activities: 1. Assess functional (life) skills.	GOAL 1: Collect information about student's functional skills. Activities: 1. Assess functional (life) skills.	GOAL 1: Collect information about student's functional skills. Activities: 1. Assess functional (life) skills.
GOAL 2: Summarize information about student's vocational interests and activities. Activities: 1. Collect information about student's strengths, deficits, learning style. 2. Conduct an initial student vocational interview and self inventory. 3. Conduct an initial parent interview 4. Review vocational information obtained and develop with student a list of careers/jobs of interest. 5. Summarize class vocational interests and assessment data.	GOAL 2: Summarize information about student's vocational interests and activities. Activities: 1. Conduct an initial student vocational interview and self inventory. 2. Conduct an initial parent interview. 3. Complete student self-inventory. 4. Summarize information gathered from activities 1-3. 5. Develop long-term plan for the student.	GOAL 2: Collect and summarize information about student's present and future vocational interests. Activities: 1. Assess student activities and parent expectations. 2. Develop a long-term plan.
GOAL 3: Student is introduced to the concept of work, values associated with work, and reasons people work. Activities: 1. Student organizes a career exploration notebook. 2. Student generates ideas about reasons for working. 3. Student identifies individual vocational priorities and values.	GOAL 3: Student is introduced to the concept of work, values associated with work, and reasons people work. Activities: 1. Students are introduced to the concept of work. 2. Student organizes a career exploration notebook.	GOAL 3: Provide opportunities to experience a variety of jobs. Students work on jobs in the classroom and in the school building to assess their work skills and preferences.

MILD	MODERATE	SEVERE
GOAL 4: Student uses a variety of information sources to learn about jobs/careers and to generate an individual list of local employment options. Activities: 1. Student visits Job Service and Chamber of Commerce. 2. Student uses local newspaper to learn about available jobs. 3. Student schedules, prepares for, listens to, and summarizes presentations by resource persons. 4. Student uses directories to categorize/list types of community businesses. 5. Student receives an overview of written sources of career information. 6. Student prepares for and participates in group tours of community businesses. 7. Student uses written sources to gather information about a career of interest. 8. Student questions friends and relatives about a career of interest. 9. Student uses information sources to prepare an oral or written project on a career of interest.	GOAL 4: Student uses a variety of information sources to learn about jobs/careers and to generate an individual list of local employment options. Activities: 1. Student uses newspaper to learn about job openings. 2. Student uses telephone book to find places of employment. 3. Student questions friends/relatives about a career/job of interest.	GOAL 4: Student learns work-related skills needed to prepare for and travel to a work environment. Activities: 1. Student uses a daily schedule. 2. Student uses a checklist to prepare for work. 3. Student uses transportation and mobility skills.
GOAL 5: Student learns critical skills for obtaining job/career information through personal interviews. Activities: 1. Student chooses a job of interest and selects an employer/employee to interview. 2. Student role plays using the telephone to arrange an interview. 3. Student schedules an information interview. 4. Student prepares a list of questions for the interview. 5. Student role plays the information interview. 6. Student records information obtained during the simulated interview. 7. Student participates in a scheduled information interview with a community employer or employee.		

MILD	MODERATE	SEVERE
GOAL 6: Student learns to observe work and analyze the critical skills needed to perform the job. Activities: 1. Student observes videotapes from community job site and records information about skills, working conditions. 2. Teacher schedules work observation at community job sites. 3. Student conducts a work observation at a community job site. 4. Student reviews information collected during work observation and decides if he/she could perform the job.	GOAL 5: Student learns to observe work and analyze the critical skills needed to perform the job. Activities: 1. Student becomes familiar with places of employment in the community. 2. Student develops a prioritized list of work observation sites. 3. Student observes videotapes of persons at work and summarizes critical skills. 4. Student observes work at selected community sites, noting major skills. 5. Student decides whether he/she likes and could perform the job observed. 6. Information is summarized on student profile.	
GOAL 7: Student learns to use available resources to pursue after-school or summer employment preferences. Activities: 1. Student reviews community resources useful in finding work. 2. Student uses networking to find job leads.		

Secondary Transition and Employment Project
University of Idaho
June 5, 1986

IMPLEMENTING A CAREER EXPLORATION CURRICULUM

The following activities should be conducted by the special education teacher or the work experience coordinator prior to implementing a Career Exploration curriculum:

1. Present a rationale and supporting data for a community-based vocational program to the director of special education, the school principal, the school board, and parents. Include a tentative outline of the goals and objectives for the program.

2. Obtain a written confirmation of the district administration's knowledge and support of a community-based vocational program.

3. Obtain written permission from parents or guardians for their children to participate in career exploration activities. A sample permission form is included in this section.

4. Ensure liability, medical and accident coverage through school's extended coverage and/or parents' medical insurance or other methods. Examples of how school districts have arranged for coverage of students in the community is included in this section.

5. Develop strategies for supervising students participating in activities in the community. A Staffing Strategies Module which outlines effective use of staff time to provide school and community-based programming is available from STEP.

PARENT PERMISSION FORM

I understand that my child will be participating in a work exploration program in the community that has been explained to me by school personnel. I also understand that there may be occasions when school personnel will transport my child to job interviews and job-related activities.

I hereby release the school and School District # _____ from any responsibility involved in:

_____ participating in a community work exploration program

_____ transportation by school personnel for job-related activities

Student accident or medical insurance is _____, is not _____ carried on my son or daughter _____.
(Name of student)

Name of insurance company: _____

Policy Number: _____

_____ _____
Parent's Signature Date

_____ _____
Principal's Signature Date

_____ _____
Teacher's Signature Date

EXAMPLES OF INSURANCE COVERAGE FOR WORK EXPLORATION PROGRAM

Example 1:

For non-paid work exploration, a training agreement is signed by the employer, teacher and parent/guardian. The school district has liability insurance covering school activities not conducted on school grounds. Parents are responsible for medical and accident insurance for community-based, vocational and other school activities. Work exploration is included on the IEP as a vocational goal.

Students who are paid on the job are covered by the employer's workers compensation insurance.

Example 2:

Students who are placed in non-paid work experience in the community are covered through the Volunteer Bureau in that community. The Volunteer Bureau provides insurance coverage for volunteers working at non-profit organizations such as a hospital or college.

Students who are paid are covered by the employer's workers compensation insurance.

For all students involved in the work experience program, their parents must sign a form that indicates their insurance carrier and that the student is covered by 24 hour insurance, or agree to purchase school insurance.
Work experience is included on the IEP as a vocational goal.

Example 3:

The school pays the students through the employer so all students are covered by workers compensation insurance. For all other community-based activities, the students are covered the same as students involved with field trips and sports. The students can also buy an insurance policy through the school for $8/school year.

Work experience is included on the IEP as a vocational goal.

Phase I: Career Exploration - Suggested Goals and Activities for Students with Severe and Profound Handicaps:

Goal 1: Assess functional life skills.

Activity 1: Assessment and training of life/survival skills should be an ongoing part of the student's program.

Responsible Person: Instructional team and parents

Materials/Forms: The Vocational Assessment section of the STEP Manual contains reviews of functional life/survival skills assessments. An example of a life skills checklist is included in Appendix Goal 1.

Products/Outcome: Information about the student's ability to function independently in a variety of settings which can be used to establish instructional goals.

Suggested Start/Completiong Date: Ongoing beginning in 7th grade; continuing through 12th grade.

CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE

Goal 2: Collect and summarize information about student's present and future vocational interests.

Activity 1: Complete a checklist of observed student interests and discuss future expectations and goals for student.

Responsible Person: Parents, Instructional Team

Materials/Forms: There are three optional forms for assessing student's activities at home and parents' goals for their child. The teacher should use the form he/she feels the parents will be most comfortable using.

Refer to Appendix Goal 2 for these forms. The Student Profile in Appendix Goal 2 can be used to summarize the student's characteristics informally observed at school.

Products/Outcome: Summary of parents' expectations for student's future work placement and an informal assessment of student's current interests and skills.

Suggested Start/Completion Date: Ongoing beginning in 7th grade/12-13 yrs., continuing through 12th grade/17-21 yrs.

Activity 2: Develop a long-term plan, using the information obtained from Activity 1 above and the life skills assessments, including goals for the student's remaining years in school and for future environments.

Responsible Person: Parents, Instructional Team

Materials/Forms: Refer to the STEP Transition Manual.

Products/Outcome: Long-term transition plan developed for the student that delineates vocational, domestic, community functioning and rec./leisure goals for the current year and tentative plans for subsequent years in school and after graduation.

Suggested Start/Completion Date: Ongoing beginning in 7th grade/12-13 yrs.

CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE

Goal 3: Provide opportunities to experience a variety of jobs or parts of jobs in class, within the school building and in the community to ensure that the student, teacher and family can make informed choices about the best job for the student when he/she is ready to graduate. The student may perform a variety of jobs throughout the school year or perform a different job each semester. A list of possible jobs in included in Appendix Goal 3.

Refer to Work Exploration Section for a detailed list of activities related to work experience.

CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE CE

Goal 4: Learn work-related skills necessary to prepare for and travel to a work environment. Examples of these skills include getting coat from closet, putting on coat, getting backback, checking grooming before leaving classroom, walking to sites in the community, and gaining street crossing skills.

Activity 1: Learn to use a daily schedule.
Responsible Person: Student, with assistance from instructional team
Materials/Forms: Written and/or pictorial daily schedule included in Appendix Goal 4.
Products/Outcome: The student will develop skills needed to use a daily schedule. The schedule can be incorporated as part of the student's communication system if appropriate.
Suggested Start/Completion Date: Beginning in 7th grade.

Activity 2: Learn to use a checklist to prepare for work.
Responsible Person: Student, with assistance from instructional team
Materials/Forms: Written and/or pictorial work preparation sheet included in Appendix Goal 4.
Products/Outcome: The student will develop skills needed to prepare for work, including appropriate dress and materials needed for work such as lunch, money, transportation, etc.

Note: Some students may match the picture to an object, other students may not recognize what the picture represents but will recognize the picture as part of a daily routine. The pictures may be used as a way of helping the student to anticipate and deal with changes in his/her environment. Line drawings may be substituted with actual photographs of the student performing the activity. The photographs should clearly show the activity being performed.
Suggested Start/Completion Date: Beginning with student's first work experience, ongoing for each work experience.

Activity 3: Learn to use appropriate transportation and mobility skills to travel to and from work (e.g. walk, ride bike or use public transportation system). These skills may include stopping at the curb to wait for the teacher, using traffic lights to safely cross streets, walking on the sidewalk or close to the curb if no sidewalk, and demonstrating appropriate behavior on the bus.
Responsible Person: Student, with assistance from instructional team
Materials/Forms: N/A
Products/Outcome: The student will develop the skills necessary to safely use transportation that is available in his community.
Suggested Start/Completion Date: Beginning with student's first work experience, ongoing for each work experience.

APPENDIX GOAL 1

Goal 1: Activity 1

LIVING SKILLS CHECKLIST

Student:_____ Date:_____

Completed by:_____

Please check the skills that your child performs independently or with assistance and describe the type of assistance needed.

PERSONAL HYGIENE/GROOMING	I	W/Assistance (Describe)
1. Washes hands		
2. Washes hair		
3. Washes body		
4. Uses deodorant		
5. Combs/brushes hair		
6. Brushes teeth		
7. Shaves using razor (electric or straight edge)		
8. Cleans/clips fingernails and toenails		
9. (Female) Handles feminine hygiene		
10. Uses kleenex/handkerchief		
11. Wears clean clothes		
12. Wears clothes that fit and are in good repair		
13. Wears clothes that are appropriate for the weather		

LAUNDRY/CLOTHING CARE	I	W/Assistance (Describe)
1. Sorts clothes (light/white, dark/colored)		
2. Uses regular washer		
3. Uses regular dryer		
4. Folds/hangs clothes		
5. Mends clothes (buttons, hems, seams)		
6. Irons clothes		
7. Other		

Goal 1: Activity 1
Page Two

HOUSEKEEPING	I	W/Assistance (Describe)
1. Sweeps floor		
2. Wet mops floor		
3. Cleans bathroom		
4. Washes dishes:		
a. Uses sink		
b. Uses dishwasher		
5. Dries dishes		
6. Stores dishes/pans/utensils in proper place		
7. Cleans counter/table		
8. Disposes of garbage in garbage disposal or container		
9. Cleans/picks up bedroom		
10. Vacuums carpet		
11. Cleans living room		
12. Other _____		

MEAL PREPARATION/COOKING	I	W/Assistance (Describe)
1. Prepares breakfast		
2. Prepares lunch		
3. Prepares dinner		
4. Prepares snack		
5. Uses kitchen appliances and utensils		
6. Stores and disposes of food properly after meals		
7. Cleans up after cooking		
8. Measures liquid and dry food		
9. Observes kitchen safety		
10. Prepares shopping list		
11. Stores food after shopping		
12. Other_____		

TIME	I	W/Assistance (Describe)
1. Distinguishes units of time:		
a. day/night		
b. morning/evening/afternoon		
2. Distinguishes a.m./p.m.		
3. Distinguishes workdays/non-workdays		
4. Tells time by hour and 1/4 hour		
5. Sets and uses alarm clock		
6. Other _____		

Goal 1: Activity 1
Page Three

PERSONAL/SOCIAL SKILLS	I	W/Assistance (Describe)
1. Carries identification (I.D.)		
2. Responds when spoken to		
3. Uses communication system if nonverbal		
4. Communicates basic needs: verbally, nonverbally		
5. Communicates full name: verbally, using I.D., written		
6. Communicates address, phone number: verbally, using I.D., written		
7. Communicates school or place of work: verbally, using I.D., written		
8. Expresses anger in acceptable manner		
9. Expresses fear in acceptable manner		
10. Expresses affection in acceptable manner at home, school and in the community		
11. Expresses dislike in acceptable manner		
12. Apologizes		
13. Initiates interactions with others		
14. Converses with family members and visitors		
15. Practices acceptable manners in/at:		
a. restaurant		
b. theater/spectator event		
c. party/dance		
d. church		
e. doctor		
f. dentist		
16. Accepts/adjusts to situations that are contrary to own will or desire		
17. Accepts/adjusts to change		
18. Accepts/adjusts to novel situations: visitors, schedule change		
19. Uses acceptable table manners		
20. Engages in a passive activity: stereo, movie, etc. List preferences: _____		
21. Engages in solitary games List preferences: _____		
22. Engages in games with others List preferences: _____		
23. Engages in hobby/craft activity List preferences: _____		

Goal 1: Activity 1
Page Four

MOBILITY	I	W/Assistance (Describe)
1. Crosses streets safely using traffic lights and pedestrian crossings		
2. Knows way to selected locations		

COMMUNITY	I	W/Assistance (Describe)
1. Assists in making purchases at:		
a. Grocery stores		
b. Department stores/malls		
c. Convenience stores		
2. Uses recreational facilities (bowling lanes, YMCA, parks, etc.)		

CHORES	I	W/Assistance (Describe)
1. Helps with household chores List: _____		

APPENDIX GOAL 2

STEP MANUAL - CAREER EXPLORATION
Goal 2: Activity 1

PARENT INTERVIEW
(Option 1)

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

1. What do you want for your son/daughter during the next year, in 5 years, in 10 years in the areas of recreation/leisure, vocational, community functioning and domestic living?

   Next Year
   Recreation/Leisure _____
   Vocational _____
   Summer _____
   Community Functioning _____
   Domestic Living _____

   After Graduation
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

2. What kind of skills would you like your child to learn in school in the above areas?
   Please list:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. What most concerns you about the future of your son/daughter?
   _____
   _____
   _____

3. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation?
   _____
   _____

Goal 2: Activity 1
Page Two

4. What type of work do you think your son/daughter would like and/or would be able to do? Explain.

_____
_____
_____

5. What type of work do you think your son/daughter would like least? Explain.

_____
_____
_____

14. What recreational/leisure facilities has your son/daughter utilized?

_____
_____
_____

Goal 2: Activity 1

Parent Interview
(Option 2)

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

Directions: Please fill out this form as completely as possible. This information is important for carrying out current programs at school and for future planning to meet the present and future needs of your child.

Degree of Independence:

D = Dependent, needs maximal supervision
SI = Semi-independent, needs minimal supervision
I = Independent, needs no supervision

I. Domestic Domain
   A. What domestic activities (e.g. washes dishes, makes bed, etc.) does your child presently participate in at home?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

   B. What domestic areas would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

   ____ Dressing appropriately/choosing clothes

   ____ Clothing care (including laundry, ironing, mending)

   ____ Meal preparation

   ____ Housekeeping

   ____ Hygiene/grooming

____ Health education (including diet/exercise, sex education)

____ Other, please list

_____ _____

_____ _____

_____ _____

II. Community Functioning Domain

A. What community activities does your child presently participate in (e.g. shops for groceries, walks to local convenience store)?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community functioning activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Use public transportation

____ Shop for groceries

____ Use shopping center/mall

____ Pedestrian safety

____ Use restaurant

____ Use public service agencies (post office, bank, employment agencies, etc.)

____ Use public recreation facilities (bowling, swimming, tennis, etc.)

____ Schedule appointments for health and grooming needs

____ Other, please list

_____ _____

_____ _____

_____ _____

III. Recreation/Leisure Domain

A. What leisure activities does your child participate in at home (e.g. plays solitaire, participates in group games, reads, hobbies)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community leisure activities does your child participate in (e.g. bowls, uses YMCA, attends movies)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C. What leisure activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Going to movies

____ Attending spectator sports

____ Participating in sports (individual or group). Please list:

_____

____ Using library

____ Attending concerts, plays

____ Attending seasonal craft, art shows, etc.

____ Participating in church activities

____ Eating out

____ Attending community events (parades, rodeos, etc.)

____ Taking Parks and Rec. Dept. or continuing education classes

____ Attending after school social activities

IV. Vocational Domain

A. What chores does your child help with at home (e.g. (mows lawn, carries out trash, makes bed, etc.)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What jobs does your child like to do? _____

_____

C. What jobs does your child <u>not</u> like to do? _____

_____

D. What types of work would you not like your child to perform at school or in the community? _____

_____

V. Additional Information

A. What type(s) of communication system(s) does your child use at home and/or in the community?

____Verbal

____Sign Language

____Picture Book

____Written Message

____Gestures

____Other, please list

_____

_____

B. Does your child have any physical limitations or take medicine that may affect his/her ability to participate in certain activities?

_____

_____

Goal 2: Activity 1

WEEKDAY SCHEDULE
(Option 3)

Student _____ Date _____

Completed by _____

Directions:
1. Fill in the activities your child participates in during the week
2. Prioritize the activities you would like your child to learn to do or do with less assistance from family members.

Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

Goal 2: Activity 1

WEEKEND SCHEDULE

Student _____ Date _____

Completed by _____

Directions:
1. Fill in the activities your child participates in during the week
2. Prioritize the activities you would like your child to learn to do or do with less assistance from family members.

Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

Goal 2: Activity 1
Page Two

Time	Activity	Present level of performance/ assistance necessary	Priority

Career Exploration
Goal 2: Activity 1

STUDENT PROFILE

Directions: Complete and/or update form every few years to keep information current. This form is used to summarize and pass on critical information to subsequent teachers and Adult Service Agency personnel.

Student _____ Completed by _____

Date of Birth _____ Date Completed _____

Family History: _____

Medical History: _____

Social Characteristics: _____

Academic Skills: _____

Functional Skills (include domestic, rec./leisure, vocational and community functioning domains): _____

Likes (including reinforcers): _____

Dislikes: _____

Average speed/rate student performs tasks: _____

Goal 2: Activity 1
Page Two

Average attention span: _____

Average rate of acquisition of new skills: _____

Flexibility to adapting to new tasks, persons, environments, etc. _____
_____
_____

Initiative _____
_____

Preferred learning modalities (e.g. auditory, visual, etc.) _____
_____
_____

Overall strengths: _____
_____
_____

Overall weaknesses (including any physical or medical limitations) _____
_____
_____
_____

APPENDIX GOAL 3

Goal 3

Possible Work Experience Jobs

In-Class Jobs

Feed animals
Deliver messages
Take attendance
Clean blackboard and erasers
Straighten room
Put up chairs
Sweep/vacuum floor
Clean table tops
Wash dishes
Water plants

In-School Jobs

Teacher's aide:
- Make bulletin boards
- Make materials
- Assist with other students
- Enter data into computer

Lunchroom assistant:
- Wash trays
- Clear tables
- Prepare small foods
- Fill condiment containers
- Serve food
- Sweep floor
- Wash tables
- Clean appliances

Library aide:
- Repair torn pages
- Label new books
- Dust books
- Shelve books
- Straighten books and magazines

Maintenance assistant:
- Sweep floors
- Pick up litter
- Wash windows
- Rake leaves
- Clean auditorium
- Wash tables and chairs
- Clean bathrooms
- Fill towel dispensers
- Dust

Goal 3
Page Two

Vacumm carpets
Polish metal or woodwork
Empty garbage cans
Pull weeds
Shovel snow

School bus maintenance:
Clean out buses
Wash buses
Clean seats and windows

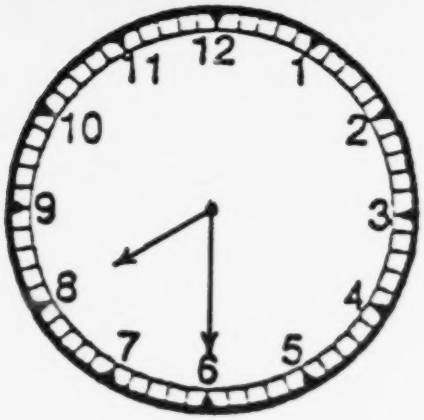
Clerical assistant:
Make xerox and mmimeograph copies
Enter data into computer
Do simple typing
Deliver messages
Prepare bulletin boards
File
Sort mail
Collate, fold, staple
Stuff envelopes
Box materials
Stock materials
Deliver office mail
Attach labels
Inventory

Warehouse material handler:
Clean warehouse
Unload freight
Store materials
Deliver materials
Assemble simple materials

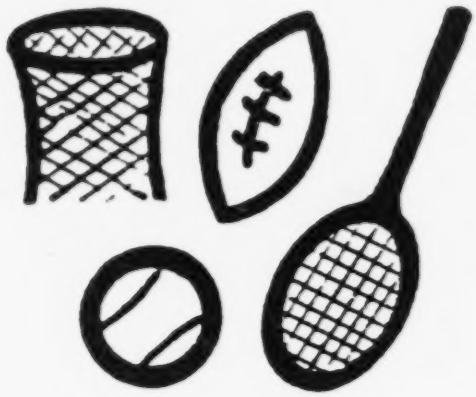
Locker room assistant
School store assistant
Snack shop assistant
Recycling crew
Messenger
Audio-visual media assistant
Clean lab cages
Feed lab animals
Wash p.e. laundry
Collate school newsletter
Shop aide

APPENDIX GOAL 4

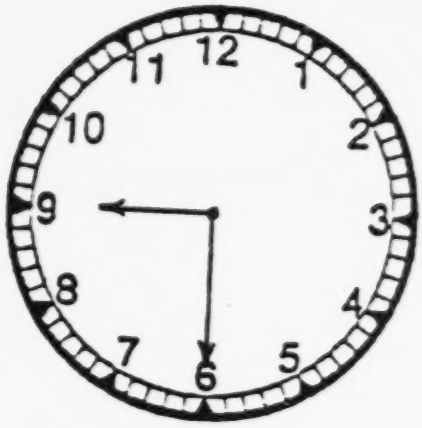
DAILY SCHEDULE



8 : 30



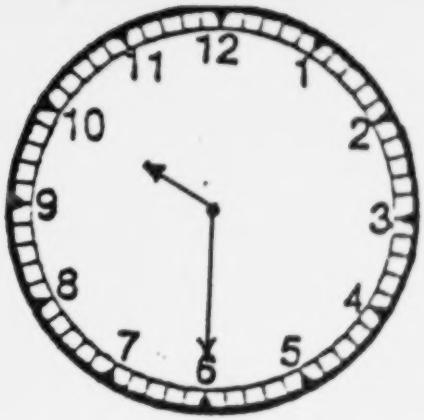
TIME FOR P.E.



9 : 30

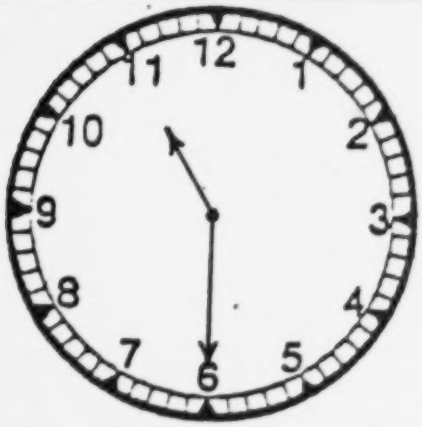
TIME FOR GROCERY SHOPPING

DAILY SCHEDULE

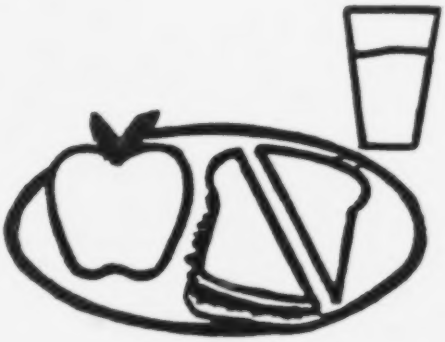


10 : 30

TIME TO COOK

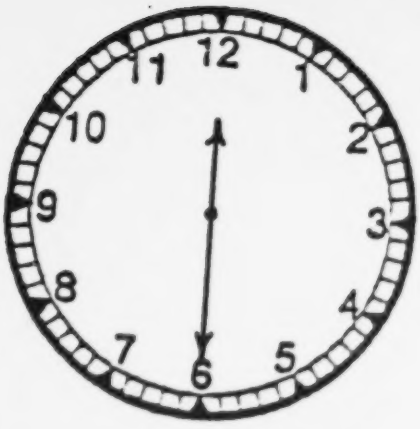


11 : 30



TIME FOR LUNCH

DAILY SCHEDULE

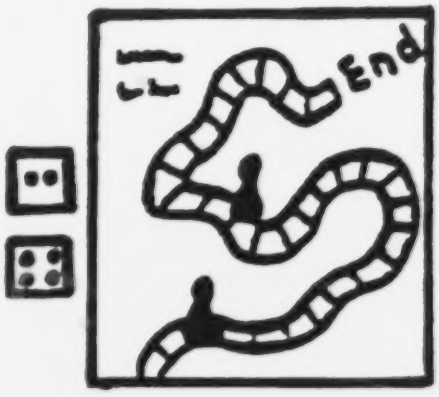


12 : 30

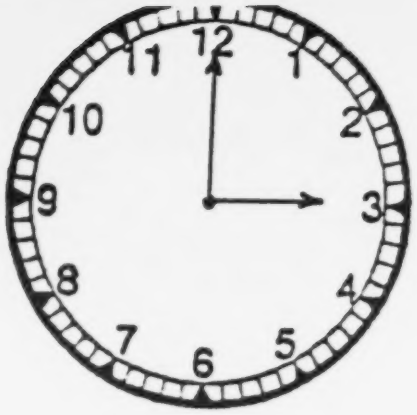
TIME FOR WORK

(Substitute picture that is appropriate for the type of work the student is performing)

2 : 30

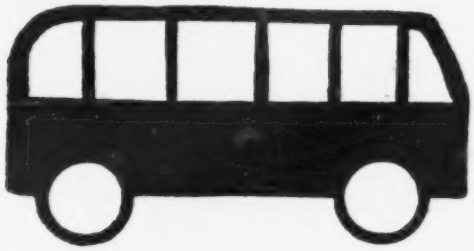


TIME FOR LEISURE



3 : 15

DAILY SCHEDULE



TIME TO GO HOME

WORK PREPARATION CHECKLIST

USE BATHROOM

CHECK APPEARANCE

BRUSH HAIR

GET MONEY

PUT ON JACKET